

# **External Review Team Process**

## **Office of Federal and State Accountability Division of Accountability**



### **FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included**

**School:** Luther L. Vaughan Elementary

**District:** Cherokee County

**Principal:** Dr. Ronald W. Cope

**Superintendent:** Dr. William B. James

# **FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation**

## **Rationale**

**Provide the rationale for the FSRP goals to be implemented during the 2008–09 school year, along with the expected outcomes.**

**The following information must be included in the rationale:**

- **Summary of demographic information from 2007 School Report Card**
  - **School Profile (students, teachers, school)**
  - **Population diversity (refer to Performance of Student Groups)**
  - **Free/reduced lunch (refer to Performance of Student Groups)**
- **Three years of data in chart format with brief explanation of data**
  - **Test Data (PACT/HSAP/EOC Exams)**
  - **Graduation rate (if applicable)**
  - **Additional data pertinent to your school**
- **Summary of process used to develop the FSRP and the persons involved**
- **Narrative of how selected goals will enable the school to meet expected progress**

**Demographic Information:** (Taken from 2007 School Report Card)

School Profile:

- **Students:** Enrollment – 320 in Grades PK-5
  - Retention rate – 1.6%
  - Attendance rate – 95.8%
  - Eligible for gifted and talented – 2.8%
  - Disabilities other than speech – 9.1%
  - Older than usual for grade – 1.2%
- **Teachers:** 27 Teachers
  - Teachers with advanced degrees – 63.0%
  - Continuing contract teachers – 88.9%
  - Teachers with emergency or provisional certificates – 0.0%
  - Teachers returning from previous year – 86.5%
  - Teacher attendance rate – 93.9%
  - Prof. development days/teacher – 29.4 days
- **School:**
  - Principal's years at school – 6.0
  - Student-teacher ratio in core subjects – 18.7 to 1
  - Prime instructional time – 87.3%
  - Opportunities in the arts – Good

- SACS accreditation – Yes
- Parents attending conferences – 98.8%
- Dollars spent per pupil - \$8,909
- Percent of expenditures for instruction – 67.5%

Population Diversity: 140 Students Tested

- Gender:
  - Male – 50.0%
  - Female – 50.0%
- Racial/Ethnic Group:
  - White – 25.7%
  - African American – 44.3%
  - Hispanic – 27.2%
- Disability Status:
  - Disabled – 17.2%
- English Proficiency:
  - Limited English Proficient – 27.2%
- Socio- Economic Status:
  - Subsidized Meals – 90.0%

#### **PACT Data: Past 3 Years**

### **NEEDS ASSESSMENT DATA CHART**

**PACT: English/Language Arts** (*percentage of students*)

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>3</b>	31.0	45.2	35.0	45.2	25.8	35.0	19.0	25.8	27.5	4.8	3.2	2.5
<b>4</b>	34.3	53.3	38.2	45.7	37.8	41.2	20.0	8.9	17.6	0.0	0.0	2.9
<b>5</b>	31.8	53.7	63.5	59.1	41.5	23.1	9.1	4.9	13.5	0.0	0.0	0.0

**PACT: Mathematics (percentage of students)**

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>3</b>	47.6	41.9	50.0	45.2	41.9	40.0	7.1	16.1	7.5	0.0	0.0	2.5
<b>4</b>	28.6	40.0	41.2	37.1	44.4	38.2	20.0	11.1	17.6	14.3	4.4	2.9
<b>5</b>	27.3	51.2	55.8	63.6	31.7	34.6	4.5	14.6	9.6	4.5	2.4	0.0

**PACT: Science (percentage of students)**

<i>Grade</i>	<i>Below Basic</i>			<i>Basic</i>			<i>Proficient</i>			<i>Advanced</i>		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>3</b>	52.4	58.1	48.4	38.1	32.3	27.8	9.5	6.5	0.0	0.0	3.2	0.0
<b>4</b>	65.7	77.8	57.8	25.7	13.3	20.6	8.6	6.7	8.8	0.0	2.2	0.0
<b>5</b>	45.5	78.0	70.7	45.5	17.1	26.9	9.1	4.9	3.8	0.0	0.0	3.8

The tables above indicate the percentage of students who have scored Below Basic, Basic, Proficient, and Advanced on PACT in the areas of English/Language Arts, Mathematics, and Science for each of the past three years at Luther L. Vaughan Elementary School.

**Summary of Process Used to Develop FSRP:**

The development of the Focused School Renewal Plan for Luther L. Vaughan Elementary School for 2008-09 school year has been a collaborative effort between the School Leadership Team (SLT) and our School Improvement Council (SIC). These committees have met periodically throughout the 2007-08 school year to review progress toward current goals and objectives and to identify either continuing or additional goals for the 2008-09 school year. The resulting goals identified in this renewal plan were reached after study and deliberation and are the consensus of these committees.

Members of the School Leadership Team (SLT) include: **Dr. Ronald W. Cope, Principal; Mrs. Jane Petty, Literacy Coach; Mrs. Lynda Padgett, Media Specialist; Mrs. Connie Peeler, 5K Teacher; Mrs. Buffy McKeown, 1<sup>st</sup> Grade Teacher; Mrs. Elizabeth Owens, 2<sup>nd</sup> Grade Teacher; Mrs. Susan Shealy, 3<sup>rd</sup> Grade Teacher; Mr. Rick Fernandez, 4<sup>th</sup> Grade Teacher; Mrs. Jennie Neel, 5<sup>th</sup> Grade Teacher; Mrs. Kim France, Gifted & Talented Teacher; and Mrs. Susan Foster, Special Education Teacher.**

Members of the School Improvement Council (SIC) include: Dr. Ronald W. Cope, Principal; Mrs. Kim Bolin, Parent; Mrs. Sue Shealy, 3<sup>rd</sup> Grade Teacher; Mr. Chuck Stroud, Community Member; Mrs. Brenda Torres, Parent; Mrs. Laura Camp, District Kindergarten Coordinator; Mrs. Susan Gibson, Reading Recovery Teacher; Mrs. Becky Littlejohn, Parent; Ms. Lisa Bridges, 5K Teacher Assistant; and Mrs. Shannon Mueller, School Nurse.

**Narrative of How Selected Goals Will Enable the School to Meet Expected Progress:**

We understand that our ultimate goal must be to significantly and rapidly increase student PACT scores, as well as overall student achievement. However, since PACT testing provides little information upon which instructional strategies can be built, our Focused Renewal Goals for Student Achievement focus on improving students' MAP scores during the 2008-2009 school year. Information is available from the Northwest Evaluation Assoc. (NWEA) concerning converting MAP RIT values to approximate scores for PACT Below Basic, Basic, Proficient and Advanced scores. Thus, we will be able to monitor student progress throughout the school year. We will also be able to use the information from the fall MAP testing to design instructional activities for students.

NWEA conducts regular state alignment studies to examine the correlation between the Measures of Academic Progress (MAP) and state standardized tests (PACT) used to measure student achievement. Each alignment study identifies the specific Rasch Unit (RIT) scale scores from MAP that correspond to the various proficiency levels for each subject and for each grade.

Information provided by NWEA indicates that "normal" yearly growth in RIT scores ranges from 7 to 10 points, depending upon the subject area tested and the grade level. We understand that in order for Luther L. Vaughan to reach an acceptable level, our students must exceed the normal growth norm. Thus, we have chosen an increase of 10 RIT points in less than a school year as our targeted growth. We believe that this targeted growth is a realistic expectation for the 2008-2009 school year.

MAP testing is currently not available to assess student achievement in science. Therefore, we will utilize district developed benchmark tests to measure progress in science. Standardized tests developed by Dr. Stewart Flannigan, and others will be investigated as viable measures of student progress also.

Students' academic progress will be monitored throughout the school year. Each classroom teacher will target specific groups of students for targeted instructional strategies. Teachers, administrators, coaches, and district personnel will meet regularly throughout the year to monitor progress toward meeting our goals. Both the School Leadership Team (SLT) and School Improvement Council (SIC) will continually monitor progress.

# School Timeline

**Develop a yearly timeline (July 2008 – May 2009) by month that includes the following information:**

- **All information that is pertinent to the implementation of the FSRP**
- **Testing (MAP, Benchmark, etc.)**
- **Disaggregation and ongoing utilization of data to guide instruction**
- **Professional development that needs to be scheduled**
- **Implementation/monitoring of specific strategies**

## **July:**

7-9:

Staff Development Days. Focused School Renewal Plan, including identified goals and anticipated strategies will be reviewed with entire faculty/staff. Meetings will held with each grade level to identify specific goals and strategies.

**8:**

**Thinking Maps professional development**

**9:**

**District administrator's Summer Leadership Academy**

10:

First day for students.

**16:**

**District administrator's Summer Leadership Academy**

21:

SLT (School Leadership Team) meeting

**23:**

**District administrator's Summer Leadership Academy**

**30:**

**District administrator's Summer Leadership Academy**

## **August:**

**4-8:**

**Disaggregation of PACT Data**

4-15:

Fall MAP testing and Science Benchmark testing.

**6:**

**District administrator's Summer Leadership Academy**

7:

1<sup>st</sup> Quarter Interim Grade Reports sent home to parents.

25:  
SLT meeting

**September:**

11:  
End of 1<sup>st</sup> nine weeks of school.

15:  
SLT meeting.

17:  
Faculty/Staff meeting to review progress toward goals.

**SRA training for new staff members**

22:  
Parent/Teacher Conferences. Student progress to date will be discussed. Suggestions will be given to parents about how they can assist their child at home.

24-26  
Intercession Enrichment Classes. Enrichment classes focusing upon specific skills will be developed by teachers. Hands-on science activities will be emphasized.

**October:**

Sept. 29 – Oct. 3:  
Intercession Remedial Classes. Specific groups of students at each grade level will be identified for remediation of skills focusing on reading and/or mathematics.

13:  
Staff Development Day.

23:  
SLT meeting.

22:  
Faculty/Staff meeting to review progress toward goals

30:  
2<sup>nd</sup> Quarter Interim Grade Reports sent home to parents.

**November:**

**12: Thinking Maps training**

17:  
SLT meeting

19:  
Faculty/Staff meeting to review progress toward goals.

**December:**

9:  
End of 1<sup>st</sup> Semester.

15:  
SLT meeting.

17:  
Faculty/Staff meeting to review progress toward goals

**January:**

5-9:  
Intercession Remedial and Enrichment Classes. See above.

12- 23:  
Winter MAP testing and Science Benchmark testing.

15:  
2<sup>nd</sup> Parent/Teacher Conference Day.

28:  
Faculty/Staff meeting to review progress toward goals.

**February:**

3:  
3<sup>rd</sup> Quarter Interim Grade Reports sent home to parents.

13:  
Staff Development Day.

16:  
SLT meeting.

25:  
Faculty/Staff meeting to review progress toward goals.

**March:**

9:  
End of 3<sup>rd</sup> Nine Weeks

**11:**  
**Thinking Maps training**



16:  
SLT meeting.

18:  
Faculty/Staff meeting to review progress toward goals.

23:  
Staff Development Day.  
24 - 27  
Intersession Enrichment Classes.

30 – April 3  
Intersession Remedial Classes.

**April:**

20:  
SLT meeting.

22:  
Faculty/Staff meeting to review progress toward goals.

29:  
4<sup>th</sup> Quarter Interim Grade Reports sent home to parents.

**May:**

11 – 22:  
PACT Testing

18:  
SLT meeting.

**June:**

2:  
Students' Last Day of Classes

In addition, three (3) meetings of the School Improvement Council (SIC) will be scheduled throughout the school year.

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 1:**

By April 1, 2009, 40% of the students in Grades 3 through 5 will increase their MAP RIT scores by a minimum of 10 RIT points per student in the areas of Language Usage and Reading as measured by MAP Fall 2008 to Spring 2009.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> <i>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</i>	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Institute <b>SRA reading program 5 mornings per week, 50 minutes per day.</b> Faculty will assist individuals and small groups of students in developing Language Usage and Reading skills	Literacy Coach, Teachers	October 2008	Classroom observations using the district's observation rubric will be used as an indicator assuring that objectives are being effectively instructed.. Weekly assessments will be administered and individual performance assessed for progress and achievement. <b>Literacy coach and teachers are responsible for documentation.</b>
Remedial and enrichment classes, focusing on language usage and reading skills, will be scheduled during intersession times in the year-round school calendar.	Intersession Facilitator, Teachers	Sept. 2008	Both remedial and enrichment classes will be offered for students during intersessions. Student rosters, results of analyzed assessment results, and overall student performance will be used to critic effectiveness of Intersession and serve as indicators for student progress and achievement. <b>Intersession facilitator will be responsible for documentation.</b>
The SRA reading program will be instituted for students in grades 2-5.	Literacy Coach, SRA Consultant	July 2008	Results of administered SRA assessments will be analyzed for student strengths, weaknesses and remediation needs and serve as indicators for student progress. <b>Literacy coach and principal will be responsible for documentation.</b>

Provide training in SRA reading, Creative Curriculum, and Balanced Literacy.	SRA Consultant, Dr. Lester Laminack – Literacy Coach Consultants	July 2008	Immediate feedback from instructional training activities will be reviewed for evaluation of effectiveness, concerns and needs; continuous observations for effective implementation and instructional delivery will serve as indicators for teacher understanding; results of assessments will serve as indicators for overall student progress and achievement. <b>Literacy coach will be responsible for documentation.</b>
Provide small group instructional groups for teachers and students in grades K-5 in the area of Reading.	Curriculum Facilitators	July 2008	The maintaining of weekly logs of students served, schedules and activities, conferencing, and use of the district's observation rubric which focuses on effectiveness of instruction will serve as indicators for overall teacher/skill appropriateness; weekly assessing of skills taught and reviewed; feedback and follow up of teacher input to individual student accountability will serve as indicators for student achievement. <b>Curriculum facilitator will be responsible for documentation.</b>
Conduct weekly "Study Groups" exploring enhanced literacy skills.	Literacy Coach	July 2008	Attendance logs will be maintained, record of course completion, and observations for effective implementation will be used to determine the effectiveness of a faculty study group which will meet throughout the school year to enhance their literacy skills. Graduate credit for these study group activities will be offered through Converse College. <b>Literacy coach will be responsible for documentation.</b>
A Reading Recovery teacher has been employed to assist the most struggling readers in Grade 1.	Reading Recovery Teacher	July 2008	The Reading Recovery teacher follows the Reading Recovery guidelines/model in providing services to students. Those guidelines will be used to monitor implementation of providing services to students. <b>Reading Recovery teacher will be responsible for documentation.</b>
The literacy coach and curriculum facilitators will develop language usage lessons, more detailed scope and sequence, and other resources for use by classroom teachers.	Literacy coach and curriculum facilitators	July 2008	Classroom teachers will have available language usage lessons and more detailed scope and sequence. Copies of the materials will be available for inspection. <b>Literacy coach and curriculum facilitator will be responsible for documentation.</b>
Flexible grouping will be utilized at all grade levels during small group literacy activities	Principal, Classroom Teachers	July 2008	Classroom observations will indicate that flexible grouping for literacy instruction is taking place and daily observations conducted for effective implementation for student achievement. <b>Principal will be responsible for documentation.</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 2:**

By April 1, 2009, 40% of the students in Grades 3 through 5 will increase their MAP RIT scores by a minimum of 10 RIT points per student in the area of Mathematics as measured by MAP Fall 2008 to Spring 2009.

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
An after-school center will be instituted 2 days per week (Tuesday and Thursday) for 2 hours per day. Faculty and volunteers will assist individuals and small groups of students in developing Mathematics skills. <b>Due to budgetary concerns an after-school center will not be instituted. Instead additional time will be designated during the day for math instruction, including using the curriculum facilitators and designating classes during the intersessions to focus on math skills.</b>	Principal, Teachers, <b>and Intersession Facilitator</b>	October 2008	Daily attendance records will be kept with weekly feedback to regular teachers of participants. Routine Classroom observations will be made to insure that objectives are being covered. Weekly mini-benchmarks will be used as indicators of student progress. <b>The principal, intersession facilitator, and teachers will be responsible for documentation.</b>
Remedial and enrichment classes, focusing on mathematics skills, will be scheduled during intersession times in the year-round school calendar.	Intersession facilitator Teachers	Sept. 2008	Lesson plans, daily observations, and assessment results will be analyzed for effectiveness for student achievement. <b>The intersession facilitator will be responsible for documentation.</b>
Institute the "Super Stars 3" Math Incentive Program in grades 3-5	Math Coach Teachers	Sept. 2008	Components of the "Super Stars 3" mathematics incentive program will be implemented in grades 3-5. Records of student participation will be maintained; an analysis of results will be reviewed for areas of strength and weakness; overall progress of participants will serve as indicator for student achievement. <b>The principal and teachers will be responsible for documentation.</b>

Faculty members will receive training in such programs as AIMS hands-on mathematics. <b>Due to the death of the AIMS trainer, AIMS training will not be available. Instead, district math coaches will provide hands-on mathematics training.</b>	AIMS Consultants, <b>District Math Coaches</b>	July 2008	A written report of activities emphasized, follow up observations, review of lesson planning will serve as indicators for student progress and achievement. Assessments will be analyzed to identify strengths, weaknesses and areas of student achievement. <b>District math coaches will be responsible for documentation.</b>
Develop mathematics usage lessons, more detailed scope and sequence, and other resources for use by classroom teachers.	Math Coach	July 2008	Weekly Mathematics lessons observed and reviewed for effective use of the detailed scope and sequence will serve as indicators for teacher understanding of implementation and student performance. <b>Math coaches will be responsible for documentation</b>
Utilized DesCartes to pair MAP RIT scores with state and/or district standards and instructional strategies.	Math coach Teachers	July 2008	Observations of classroom teachers will demonstrate an understanding of the use of DesCartes in planning instructional strategies. <b>The principal will be responsible for documentation.</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**  
**Student Achievement Focused Goal**

**Focused Student Achievement Goal 3:**

**By April 1, 2009, students in Grades 3 through 5 will increase their science achievement scores by an average of 20% as measured by district benchmark tests given in the Fall 2008 and Spring 2009.**

*(The desired result is student achievement. The goals must be academic goals related to the school report card.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
An after-school center will be instituted 2 days per week (Tuesday and Thursday) for 2 hours per day. Faculty and volunteers will assist individual and small groups of students in developing science skills and knowledge. <b>Due to budgetary concerns an after-school program will not be instituted. Instead, a science lab classroom will be established. Addition time for hands-on science activities will be scheduled. The district science coach will conduct demonstration lessons, arrange materials for teachers, and provide other assistance with science lessons.</b>	After-school Coordinator, Teachers, <b>District Science Coach</b>	August 2008	Monitored daily activities, classroom observations will be conducted to insure that objectives are being covered. Feedback to teachers will serve as indicators for progress. <b>Teachers and district science coach will provide documentation.</b>
Schedule remedial and enrichment classes, focusing on hands-on science activities, during the intersession times in the year-round school calendar.	Intersession Facilitator Teachers	Sept. 2008	Both remedial and enrichment classes focusing on hands-on science activities will be offered during the 3 intersessions. Daily observations, lesson plans, and assessment results will be used to monitor student progress. <b>Intersession facilitator will provide documentation.</b>
Develop hands-on science activities for use by classroom teachers in grades 3-5.	District Science Coach	August 2008	Specific hands-on science activities will be provided and evaluated. Review of instructional material will be conducted and assessed for appropriateness and effectiveness. Critiqued observations of use and instructional delivery will be used to measure effectiveness and progress. <b>District science coach will provide</b>

			<b>documentation</b>
Provide training in developing and evaluating effective hands-on science lessons for students. <b>Due the death of the AIMS trainer, AIMS science training will not be available. However, hands-on science training will be provided by Reach Out of the Box, LLC science trainers, and the district science coach.</b>	AIMS trainers, Reach Out of the Box, LLC science trainers	August 2008	Appropriate and effective grade-level hands-on science presentations and activities will be critiqued and monitored for use; written feedback of activities emphasized, all activities conducted and/or observed for effectiveness in instructional delivery will be used to determine effectiveness and degree of student progress and achievement. <b>The principal will provide documentation</b>
Provide assistance to teachers in the implementation and assessing of science skills.	District science coach	August 2008	Recorded use of science materials and specific science activities will be maintained and feedback provided to teachers during grade level meetings; Observations conducted and assessments analyzed will serve as indicators for student progress. <b>The principal and district science coach will provide documentation.</b>

## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### **Focused Principal's Instructional Leadership Goal 1:**

**By April 1, 2009, the principal will have provided instructional leadership to faculty and staff in grades 3 through 5 that will increase student achievement in ELA and Math as measured by a minimum of 10 RIT points per student as measured by MAP Fall 2008 to Spring 2009.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
The principal, Literacy Coach, Math, and Science coaches will engage in classroom observations and provide feedback to classroom teachers for improving instruction.	Principal, Literacy coach, Math coaches, Science Coach	July 2008	Weekly Logs of classroom observations will be monitored by both building and district staff. Components of effective lessons and lesson planning will serve as indicators for teacher effectiveness in classroom instruction as well as key assessments analyzed for student progress. <b>The principal and coaches will provide documentation.</b>
Conduct bi-monthly grade level meetings to review student achievement and progress toward established goals.	Principal, Classroom Teachers Coaches	July 2008	Records of meetings with classroom teachers will be logged and reviewed for follow-up in the areas of need, feedback which focuses on student progress and achievement will be provided and adjustments made. Overall student grade level performance will serve as an indicator for progress. <b>The principal will provide documentation.</b>
Review teacher lesson plans weekly to insure that curriculum guides are being followed, standards are being taught, and appropriate strategies are being exercised.	Principal Coaches	July 2008	Weekly copies of selected teacher lesson plans will be available for review and critiqued for key components of effective planning. Observations and feedback of performance will serve as indicators for student



			achievement and progress. <b>The principal will provide documentation.</b>
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## FOCUSED SCHOOL RENEWAL PLAN

**2008–09 School Year of Implementation**

### Principal's Instructional Leadership Focused Goal to Increase Student Achievement

#### Focused Principal's Instructional Leadership Goal 2:

**By April 1, 2009, the school leadership team will have provided positive activities for parents that will increase student achievement in ELA and Math as measured by a minimum of 10 RIT points per student in grades 3 through 5 in the areas of ELA and Math as measured by Fall 2008 to Spring 2009 MAP assessments.**

*(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> <b>(Position/Name)</b>	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Hold grade level parent meetings on a monthly basis	Principal, Teachers, Parenting Coordinator	August 2008	Agendas of meetings, sign-in sheets, and photographs of activities will be maintained. Parent /student rosters will be monitored and evaluated analyzing the degree of improvement academically and attendance. Increases in these areas will serve as indicators for student achievement and positive parental involvement. <b>The parenting coordinator and principal will provide documentation.</b>
Individual parent conferences will be held on an as-needed basis.	Classroom Teachers, Principal	July 2008	Records of items discussed during the conferences will be available for inspection, feedback to teachers will be provided and monitored for addressing concerns and needs; improvement in overall performance will serve as an indicator for progress and achievement. <b>Teachers and the principal will provide documentation.</b>
Two Title I parent meetings will be held to inform parents and stakeholders about educational issues and ways to become more involved in their child's learning process.	Parenting Coordinator	August 2008	Agendas of meetings, sign-in sheets, and photographs of activities will be maintained. Feedback from parents, teachers, and students will serve as indicators for progress and achievement. The parenting coordinator will provide documentation
Parent involvement weeks will be established. A different grade level will be identified each month for parent involvement week activities.	Parenting Coordinator, Principal,	August 2008	Records of attendance and activities will be maintained. The degree of involvement and an analysis of parent /student progress will be reviewed and used as an

			indicator of progress. <b>The principal and parenting coordinator will provide documentation.</b>
Hold "Lunch and Learn" sessions to increase parent awareness of school issues and academic expectations.	Parenting Coordinator	Oct. 2008	Agendas, log entries and feedback from participants will serve as indicators for progress and achievement. <b>The parenting coordinator will provide documentation.</b>

**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 1:**

By April 1, 2009, the school district will have provided administrative and instructional support through additional services, materials and personnel to enhance the educational experiences for students in **grades 3-5** in the areas of Reading, Math and Science **that will show improvement of 10 RIT points in ELA and math, by at least 40% of the students, as measured by MAP testing from Fall 2008 to Spring 2009; and in science achievement scores by an average of 20%, as measured by district benchmark tests given in the Fall 2009 and Spring 2009.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<p style="text-align: center;"><b>Strategy</b></p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p style="text-align: center;"><b>Person(s) Responsible (Position/Name)</b></p>	<p style="text-align: center;"><b>Start Date of Strategy</b></p>	<p style="text-align: center;"><b>Indicator(s) of Implementation</b></p> <p><i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i></p>
Academic coaches will work with teachers at Luther Vaughan Elementary. The primary areas of responsibility for these coaches include math, science, literacy, and early childhood.	Principal/ Academic Coaches	July, 2008	Model lessons, assistance provided to teachers in planning effectively, monitored progress on the district scope and sequence for each core subject area, provisions made for needed materials, and assistance provided with curriculum implementation will serve as indicators for progress in teacher performance as well as student achievement. <b>Academic coaches will provide documentation.</b>
Provide curriculum guides that include a specific scope and sequence as well as periodic assessment for Language Arts, Mathematics, Science, and Social Studies.	Principal/ Academic Coaches	July, 2008	Implementation of district curriculum guide, monitoring the use of each scope and sequence, analysis of assessments provided in each guide, analysis of curriculum guide testing data will be used as the basis for instructional decisions and indicator for student achievement and progress. <b>Academic coaches will provide documentation.</b>
Provide professional development in effective teaching practices.	District Administrator/ Principal	July, 2008	Instructional decisions that benefit student learning, results of analysis of assessment performances district-wide will serve as indicators for student achievement and student progress. <b>District administrator and principal will provide documentation.</b>

Provide support in implementing "Thinking Maps."	District Administrator/ Principal	July, 2008	The effective use of "Thinking Maps" as a support in the skill of critical thinking skills will ultimately serve as an indicator to improve student achievement. <b>District administrator and principal will provide documentation.</b>
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**FOCUSED SCHOOL RENEWAL PLAN**  
**2008–09 School Year of Implementation**

**District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

**Focused District Administrators’ Instructional Leadership Goal 2:**

By April 1, 2009, the school district will have provided professional growth experiences for staff members to enhance the educational experiences for students **in grades 3-5** in the areas of Reading, math, and Science as measured by **MAP in ELA and math, and district benchmarks in science** in fall 2008 to spring 2009. **Student achievement in ELA and math will show a gain of at least 10 RIT points by a minimum of 40% of the students. Science achievement scores will increase by an average of 20%.**

*(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)*

<b>Strategy</b> List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	<b>Person(s) Responsible</b> (Position/Name)	<b>Start Date of Strategy</b>	<b>Indicator(s) of Implementation</b> <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development to implement “Thinking Maps.”	Office of Curriculum and Instruction	June, 2008	The effective implementation of “Thinking Maps” will serve as an indicator of student progress and as a learning framework to ultimately improve student achievement. Ongoing professional development in this area will allow teachers to implement this best practice in classrooms. <b>District administrator will provide documentation.</b>
Conduct a district leadership academy in which the school principal will participate.	Office of Curriculum and Instruction	June, 2008	Provided professional development in effective teaching strategies, accountability as it relates to making data driven decisions, MAP updates, and TestView will serve as indicators for achievement and progress. <b>District administrator will provide documentation.</b>
Provide ongoing professional development through study groups and workshops to assist teachers in implementing effective teaching strategies in all core content areas.	Office of Curriculum and Instruction	June, 2008	Aligned state standards, up-to-date curriculum for core content areas; feedback from professional development for instructional staff; effective decision making when implementing curriculum as well as improving their abilities to differentiate instruction all serve as indicators for student progress and achievement. <b>District administrator will provide documentation.</b>

**FOCUSED SCHOOL RENEWAL PLAN  
2008–09 School Year of Implementation**

**Title and Description of Each Program and Initiative  
Included in the FSRP**

**Give the title and a brief description of each program or initiative that is included in the FSRP.**

***Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)***

**Science Research Associates (SRA)** is a corrective reading series used to assist students in obtaining grade level in their reading ability. All instruction is direct and activities are specified in detail. Students are pre-tested to arrive at their current reading level and are placed at the appropriate instructional level (i.e. Decoding 1 and 2, Word Attack Basics, Comprehension and Reading Mastery). Students are tested after an appropriate number of lessons (dependent upon the instructional level). Students are reassessed often to insure correct placement.

**Math Super Stars** is a program open to grades K-5, where students are given a sheet each Monday which contain word math problems that require higher order problem solving skills. Students are allowed to work on this at home throughout the week. On Fridays teachers check to see that students have attempted these problems, then go over each problem, explaining how to solve it. Parents are encouraged to assist students during the week.

**Activities Integrating Math & Science (AIMS)** brings math and science to life by providing hands-on activities and manipulatives customized to meet and correlate with state standards. Materials are provided, and teachers are trained in how to best utilize materials, and reach students for the most effective learning.